DOCUMENT RESUME

ED 177 039 SO 011 973

TITLE	Technical Report: Basic Citizenship Competencies Project (Phase I, October 1, 1978-June 30, 1979) [and] Executive Summary.
INSTITUTION	Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	79
CONTRACT	400-78-0050
NOTE	28p.; For related documents, see SO 011 968-972; Best copy available
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Citizenship; Educational Assessment; Educational Needs; Educational Objectives; Effective Teaching; Elementary Secondary Education; *Evaluation Criteria; *Program Evaluation; Program Improvement; Questionnaires; *Social Studies; *Summative Evaluation; Surveys; Teacher Attitudes

ABSTRACT

The document presents a summary of the major activities of a project to assist educators, parents, and community leaders as they develop and implement citizenship education programs. The report begins with a description of the project and enumerates project objectives including identifying basic competencies required by citizens in a pluralist society, identifying school management practices and instructional materials related to such competencies, and making decisions about the development, revision, implementation, and assessment of citizenship-related problems. Other sections of the report are devoted to directories of the project staff and National Advisory Panel members, a progress report on advisory panel questionnaires, comments by panel members on various aspects of the project, copies of correspondence between project staff and members of the National Institute of Education and other government agencies, and feedback forms from teachers and supervisors who participated in project workshops. The final section presents an executive summary which details project findings, basic citizenship competencies, and project products. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177039

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TECHNICAL REPORT

Basic Citizenship Competencies Project
(Phase I, October 1, 1978 - June 30, 1979)

National Institute of Education Contract No. 400-78-0050

SP 011 923

TECHNICAL REPORT

Basic Citizenship Competencies Project
(Phase I, October 1, 1978 - June 30, 1979)
National Institute of Education Contract No. 400-78-0050

This report represents a summary of the major activities of Phase I of the Basic Citizenship Competencies Project undertaken jointly by the Mershon Center, Ohio State University, and the Social Science Education Consortium (SSEC), Boulder, Colorado. Dr. Richard Remy, Mershon Center, and Dr. Mary Jane Turner, SSEC, served as Co-Directors.

The two-phase project was conceived as an exercise to bring research knowledge and exemplary practices to bear on three pressing problems faced by teachers, school administrators, parents and lay leaders. These problems were: (1) the task of identifying basic competencies required by citizens in a pluralistic society; (2) the task of identifying school management practices and instructional materials related to such competencies; and (3) the task of making decisions about the development, revision, implementation and assessment of citizenship related problems. These needs were described in detail in the project proposal.

Phase I of the project was devoted to formulation of content material for products to be developed. These products were:

1. *Handbook of Basic Citizenship Competencies*
2. *Guide to Basic Citizenship Competencies: Recommendations to Compare Curriculum Materials, Assess Classroom Instruction, and Set Goals*
3. *Principals and Citizenship Education: A Guide for Effective Leadership*
4. *Developing Your Child's Citizenship Competence: A Parent's Guide*
5. *The Community and Citizenship: A Guide for Planning and Leadership*
6. *Executive Summary*

This process took place concomitantly with identification of user needs and user-oriented conditions of utilization. Also, products were targeted to all significant categories of users.

Phase II of the project (July 1, 1978 - June 30, 1980) will be devoted to dissemination/utilization of the products. Project staff will assist user groups to identify needs, clarify goals and develop action plans related to citizenship education. This will be achieved through in-service workshops with individiduals and groups making citizenship education policy decisions during the time span of Phase II.

Immediately upon notification of funding a *working* Advisory Panel was formed. Criteria governing selection of Panel members included (1) expertness in citizenship education and dissemination/utilization, (2) knowledge of the research literature, (3) representativeness of minority groups and women, (4) representativeness of geographic regions and (5) representativeness of target user groups. Attachment 1 of this document contains a list of all Advisory Panel members.

Responses to an initial, brief query of the Panel, to tap the extensive backgrounds and contacts of these individuals and to solicit suggestions for further reading and referral, is included as attachment 2. Also at this beginning point a brochure announcing the existence and intent of the project was circulated to individuals and organizations to whom the project would be of interest.

Concurrently, project staff drew up a working list of basic citizenship competencies based on ongoing research at the Mershon Center and SSEC. A working paper ("A Provisional Conceptual Framework for Developing Project Products" written by Richard Remy and dated October 1979) was developed that described the project's conceptualization of citizenship and detailed the tentative list of competencies and related learning experiences. This working document, along with substantive outlines of project deliverables, was circulated to the Advisory Panel and general and/or specific feedback requested (attachment 3). Comments and suggestions received were incorporated into revised versions of these deliverables which were submitted to NIE at the end of November 1978 (see attachment 4).

By this date, project staff had entered into an arrangement with Dr. Lonnie Wagstaff to enlist his assistance with the preparation of the *Principals Guide*. Dr. Wagstaff is Chairperson of Ohio State University's Faculty of Educational Administration in the College of Education.

From the revised substantive outlines of projects, preliminary drafts of the *Handbook*, the *Principals Guide* and the *Instructional Briefing Guide* were written and submitted in March 1979. During February 1979 Advisory Panel members reviewed the earlier three documents again and a more detailed dissemination/utilization plan was completed and submitted. The dissemination/utilization plan is on file with NIE along with the original proposal. At this point project staff had, in addition to review processes described above, consulted in depth with several Advisory Panel members. Also in March of 1979 preliminary drafts of the *Parent* and *Community Briefing*

Guides were submitted to NIE along with a required project validation plan (on file with NIE).

Additional input from potential users of the *Principals Guide* and *Instructional Briefing Guide* became available in March 1979 in two ways. First, a group of five elementary and high school principals met with project staff to critically review the *Principals Guide* (attachment 5). Second, a sample of elementary, junior high and high school teachers and social studies curriculum supervisors from Ohio and Colorado read the *Handbook* and *Instructional Briefing Guide* and completed questionnaires about the appropriateness and ease of use of these materials (attachment 6).

By the end of April final drafts of products were submitted to NIE for review. These final drafts included results of continuing, systematic search of research and exemplary practices and was undertaken by project staff. Final drafts also responded to format and design suggestions provided by user groups represented on the Advisory Panel.

During May and June 1979 project staff consulted in depth with Advisory Panel members who represented user groups and dissemination expertise in order to plan in even greater detail for Phase II of the project.

Final products, revised according to the NIE review, were completed and submitted on June 30, 1979.

Project Staff:

Co-Principal Investigator	Richard C. Remy Director, Citizenship Development Program Mershon Center, Ohio State University
Co-Principal Investigator	Mary Jane Turner Associate Director, Social Science Education Consortium, Boulder, Colorado
Senior Research Consultant	Richard C. Snyder Director, Merson Center, Ohio State University
Research Consultant	James E. Davis Associate Director, Social Science Education Consortium, Boulder, Colorado
Administrative Coordinator	Judith A. Kies Associate Director Citizenship Development Program, Ohio State University
Graduate Research Associate	Debrah Bokowski Advanced graduate student in political science, Ohio State University

* * *

Research Consultant	Lonnie Wagstaff Chairperson, Faculty of Educational Administration, Ohio State University
Graduate Research Associate	Richard McCullough graduate student in educational administration, Ohio State University

Graduate Research Associate	Rodney Ogawa, graduate student in educational administration, Ohio State University

BASIC CITIZENSHIP COMPETENCIES PROJECT

National Advisory Panel Membership

Dr. Lee Anderson is Professor of Political Science and Education at Northwestern University. He is also Chairperson of the American Political Science Association's Committee on Pre-Collegiate Education. He served as General Editor of Houghton-Mifflin's 1978 elementary school social studies series Windows on Our World. Anderson is widely recognized for his expertise in both education and in political science.

Dr. Charlotte Anderson is Assistant Director of the American Bar Association's Law and Humanities Project. She is an expert on citizenship education at the elementary school level.

Mr. Urban J. Bear Don't Walk, a native American, is a member of the Crow Tribe. He is an attorney in Billings, Montana, and has considerable experience with the Tribal Council in negotiating leases for coal. Mr. Bear Don't Walk has a long-standing interest in citizenship education.

Dr. Kenneth Benne is Professor Emeritus of Philosophy and Organizational Development at Boston University. He is a nationally recognized expert on dissemination and will consult, along with Dr. Hahn, with the Social Science Education Consortium.

Dr. Donald H. Bragaw is Chief of Instructional Services for the New York State Department of Education. He will bring a state level administrative perspective to the project. Bragaw, who is highly regarded in this area, will direct New York State's total revision of its K-12 citizenship program next year.

Ms. Carolyn Burkhardt is a Program Associate at the National Center for Research in Vocational Education. The staff will rely on her expertise and work in the area of sex equity and discrimination. Burkhardt is co-author of two companion volumes (supported by NIE), Guide for Vocational Education Sex Equity Personnel and Vocational Education Sex Discrimination Problems.

Dr. Janet Eyler is a Professor of Education at George Peabody College. Her expertise in social studies education, moral development and sexism will be relied upon by the project staff.

Dr. Carole Hahn, School of Education, Emory University, is a specialist in dissemination and will consult with the Social Science Education Consortium.

Mrs. Carol Kimmel is immediate past president of the National Parent Teachers Association and will consult with the Social Science Education Consortium on the Community and Parent Briefing Guides.

Ms. Eva Legarde is currently serving as the Chairperson of the ESEA Advisory Council for Title I Programs in East Baton Rouge Parish. She is also on the Baton Rouge Area District Task Force on Education for the "Louisiana Priorities for the Future" program mandated by the legislature.

Dr. Evelyn Luckey is Assistant Superintendent for Instruction, Columbus, Ohio, Public Schools. Dr. Luckey was formerly Director of Elementary Education in the Columbus Schools. She has consulted with the Mershon Center over a number of years and will lend valuable expertise to the project staff.

Ms. Charen Martinez is a social studies teacher, Shaw Heights Junior High School in Westminster, Colorado. She will consult with the Social Science Education Consortium.

Dr. John Patrick is Professor of Education at Indiana University. He is nationally recognized as a leader in social studies curriculum development at the high school level. One of his development efforts is American Political Behavior, a government text at the high school level.

Pre-Collegiate Education Committee, American Political Science Association. Members include (in addition to Lee Anderson and Harmon Zeigler who will serve as individual members of the Advisory Panel) Willis Hawley, Duke University; Dale Mann, Teachers College, Columbia University; Frederick Wirt, University of Illinois; Karen Dawson, Washington University; Chris Garcia, University of New Mexico; Jewel Prestage, Southern University; Frank Sorauf, University of Minnesota.

Mr. Martin Shallenberger, Director of Public Affairs for the Standard Oil Company, is active in public affairs and is concerned with the corporate structure's relationship to society.

Dr. Roberta Sigel is Professor of Political Science at Douglas College, Rutgers University. She has special competence and interest in child development and political socialization and is Editor of a widely-used book, Learning About Politics.

Dr. Harmon Zeigler is Program Director at the Center for Educational Policy and Management at the University of Oregon. He is an internationally recognized scholar in the politics of education and in school governance.

Ms. Edna Jean Harper is a multi-cultural curriculum resource teacher appointed by the Columbus, Ohio School Board to initiate a multi-cultural program in grades K-12 in the Columbus public schools.

Ms. Catherine Crandell is principal of Valleyview Elementary School, Columbus, Ohio.

Mr. Roger Dumaree is principal of Columbus South High School, Columbus, Ohio.

Ms. Catherine M. Feike is principal of Douglas Alternative School, Columbus, Ohio

Mr. Titus A. Saunders, Jr., Mohawk Junior High School, Columbus, Ohio

Mr. Curtis A. Smith, Bexley Junior High School, Bexley, Ohio

Mr. Ronald G. Sroufe, Whetstone High School, Columbus, Ohio

The Ohio State University

Mershon Center
199 West 10th Avenue
Columbus, Ohio 43201
Phone 614 422-1681

BASIC CITIZENSHIP COMPETENCIES PROJECT

November 30, 1978

Progress Report on
Advisory Panel Questionnaires

A brief questionnaire was sent to all members of the Advisory Panel of the "Basic Citizenship Competencies" project of the Citizenship Development Program. The purpose of the questionnaire was to tap the extensive backgrounds and contacts of the project's Advisory Panel, providing suggestions for further reading and referrals to contact for more information. To date, 73 percent of the questionnaires have been returned.

The questionnaire, which has been sent to all panel members and will be sent to all referrals, consists of three parts. The first part is:

"IF YOU ARE DOING A PROJECT LIKE THAT, YOU DEFINITELY SHOULD READ . . ."
Could you suggest 3-6 writings you believe we should consider as part of a data base for our project. Include full citations or information on availability whenever possible.

There have been 38 suggestions for further reading in all. This averages to about 4.7 suggestions for each advisory panel member responding. The suggestions have been varied and tended to reflect the wide range of interests and the diversity of the panel members. Some of the areas covered were:

Books and articles on futures invention
Articles focusing on world citizenship
Articles and books involving law-related education
Pamphlets on citizenship education
Books on minorities

The second part asked:

"IF YOU ARE DOING A PROJECT LIKE THAT, YOU REALLY SHOULD TALK TO . . ."
Could you list 3-5 people you think could be helpful to our project in some way. Include their affiliation and a short sentence explaining why or how you think they would be helpful.

There were 30 referrals mentioned. This was about 3.8 referrals for each advisory panel member. A file of all referrals has been created and these persons will, in turn, be sent the same questionnaire as the advisory panel members. In this way we hope to extend the input into the project, not only by increasing our sources of information, but also by adding dimensions of diversity otherwise left untapped.

A wide range of people were mentioned. They included educators, directors of citizen education institutes, etc., minority persons involved with citizenship and law education, and education administrators

Part three was:

"KEEP IN MIND . . . *Please add any other comments or suggestions you would like to make.*

The response to part three was not as good as that for the first two parts. However, there were good suggestions ranging from methodological points to more fundamental questions to keep in mind such as:

Will this project measure student learning outcomes and revise the program according to these outcomes?

How will this project influence the behavior of the "average" classroom teacher?

Conclusion

The questionnaire has provided us with a wide range of suggestions and referrals from which to draw upon. Such a preliminary base of information is vital in order to ensure the project has sufficient depth and scope to achieve its aims.

Attachment 3
December 6, 1978

A SUMMATION OF COMMENTS
ON THE CONCEPTUALIZATION PAPER
BY PROJECT ADVISORY PANEL MEMBERS

I. Editorial Comments/Definitions

Page 4. The term "group" in the phrase group governance may not be necessary as governance connotes group (Patrick).

Page 8. The utter value neutrality of the definition of competency given on page 8 may be bothersome to some readers--particularly the phrase "to produce consequences they intend". The definition might be followed by a sentence which indicates that in the democracy we want people to think carefully about the morality and fairness of their intentions. (Patrick)

Page 9. The term "life-space" in the list of competencies has a particular meaning in special education and may be misinterpreted by some readers. The term environment could be substituted. (patrick).

Page 9--Competency #5. The phrase "moral and pragmatic" is not particularly useful and may be confusing. A moral appraisal can be pragmatic and vice-versa. Why not simply state a capacity to make "factual and moral judgments" as this is the most useful distinction. (Patrick)

Page 16--bottom line. The term "reflective moral reasoning" could be confused by some readers as referring to "Kolberg's approach to moral education. Why not simply say "and the ability to make decisions about morality" or some such phrase. (Patrick).

Page 3 and following. The term "governance" should be more carefully explained and examples provided. Governance is well understood at the higher education levels but not as well understood in k-12 education. In relation to this the term "collectively binding" on page 3 should be more carefully explained. (Bragaw)

Page 20--Competency 1. The word "seek" should be added to the competency so that it reads "seek, acquire and appraise information." (Bragaw)

Page 3 and page 9. The term "political" is not well defined. It is used one way on the bottom of page 3 in the reference to "political or power institutions" and it is used in another way on page 9 in the reference to "political situations." This should be clarified. (C. Anderson)

II. Suggestions Regarding Competencies

Several individuals had suggestions for additional competencies. Suggestions were as follows:

1. Charlotte Anderson suggested there should be a competency dealing with "the capacity to use, create and/or change existing legal and governmental structures." She felt that as our list stands it really does not specify any capacities having to do with change. She viewed our competency #6 as fine but implying working with the status quo as opposed to creating change.

2. Charlotte Anderson also argued strongly for a competence of the type we had in Draft 2. That i s, "a capacity to interact which reflect an acceptance of and respect for diversity." Her argument was that our listening competencies, no matter what our intentions, will be extracted and used literally by practitioners. This out of context use will not pick up our qualifying statements in the text that the effect that the exercise of competencies should be constrained and tempered by a commitment to human rights and democratic values.

3. John Patrick suggested that we add a competency that had to do with the individual's ability to make critical assessment in terms of social justice. That is "a capacity to construct a conceptulon of social justice and apply it to problems of group governance and citizenship encountered in daily life.

Patrick argued that this was an important part of civic education in that such a capacity should be continually developed by the individual as he or she matures. He further argued that this capacity involves thinking about the consequences of one's action for others. What was sufficiently distinct that it was simply not a part of our competency No. 5. Patrick stated that Christian Bay's article on the purposes of political science education supported his position. A copy of the article is attached.

Patrick then stated that we should have a corresponding learning experiences appraised as follows: "experiences in which students construct a defensible conception of social justice and apply this conception to appraisals of institutions, events and behaviors."

4. Tom Hilburn stated that while he liked the list of competencies very much he interpreted them to be primarily at the "think level". He suggested we add a competency having to do with the capacity to deal effectively with conflict.

III. Comments on Learning Experiences

Experience 3. This experience has to do with more than observatioon and reifaction. Children also need to relate to others effectively in situations where there is diversity. Somahow the learning experience should be phrased so that it takes into account or specifies that students should have experiences in which "communicate and work with others who are unlike them." Such experiences do not have to be "real-life" but may be simulated and involve role-playing and other instructional strategies. (C. Anderson)

Experience 9. This experience is the only one that refers to governance and it is group governance that is referred. What about individual governance? (Bragaw)

Experience 5. We should add the notion of "justice" to the phrasing here. the Experience might read "Experiences which students participate in and reflect upon the exercise of authority and justice." There is a good deal of authority in schools and the justice element is not always highly visable (Bragaw)

Experience 3. There is no reference to sex here. Sex equity should be included or another term used for the categories that are included. (Bragaw).

IV. Other Comments

1. Milburn notdd that research by Lee Cronbach indicated that individuals from different SES levels needsdifferent amounts of structure in their learning experiences. Those coming from a background with little structure may need a good deal of structure in their learning experiences and vice-versa.

2. Milburn suggested that the notion of self-esteem was related our statement of competencies. He saw self-esteem as a dependent variable vis-a-vis the competencies. That is efficiency with the competencies would lead to heighten self-esteem which would lead to greater spontaneity and life enjoymenton the part of the individual. He suggested that self-esteem relates self to society and listed four bases for self-esteem: (1) competence--being good at what you do, (2) being responsible, (3) pro-social behaviors in one which one helps another and (4) controller agression toward others.

3. Charlotte Anderson raised a potentially fundamental issue regarding the linkage or relationship between competencies and learning experiences. Charlotte asked "Is it legitimate to separate competencies from experiences?" Rather than try to go into detail here, this will be a major topic of discussion at our meeting and I have some notes related to it.

OSU

The Ohio State University

Mershon Center
199 West 10th Avenue
Columbus, Ohio 43201
Phone 614 422-1681

November 29, 1978

Ms. Mildred J. Thorne
Dissemination & Improvement of
Practice Division
National Institute for Education
1200 19th Street, N.W., Room 643
Washington, D.C. 20208

Dear Mildred:

As required by our contract (#400-78-0050), I am enclosing an outline and a writing sample for each project deliverable. Also enclosed are reports on the composition of the Advisory Panel and on the questionnaires sent each Panel member when they were recruited. Finally, copies of recent correspondence are enclosed to indicate how we are keeping in regular touch with Panel members.

You will note that we have broken the parent/community guide into a separate *Parent Briefing Guide (PBG)* and a *Community Briefing Guide (CBG)*. The *PBG* will be targeted directly to the parent(s) of school-aged children. The *CBG* will be targeted to leaders of voluntary community organizations such as the Lions Clubs, Rotary, League of Women Voters and the like.

You will also see that we have more sharply focused the school governance guide on the school principal and retitled it the *School Principals Briefing Guide (SPBG)*. The *SPBG* will be aimed at elementary and high school principals. The school as a unit is a very significant setting for the development of citizen competencies and principals are the key administrative leaders of the school. Principals can shape the structure and governance of the school in ways which can promote or inhibit student development of citizenship competencies.

Dr. Lonnie Wagstaff, Chairperson of the Department of Educational Administration at Ohio State, is working with the Mershon Center on the preparation of the *School Principals Briefing Guide*. Dr. Wagstaff includes among his scholarly expertise a concern for the role of the principal as an educational and administrative leader. In addition to working with the Advisory Panel, Dr. Wagstaff will assemble a consulting group of five Columbus area elementary and high school principals. These principals will advise us on the design of the *SPBG* and will carefully review the draft guide.

The *Executive Summary* will be targeted to school superintendents and school board members as well as to legislators and their staffs. The *Summary* can, of course, be backed up by any combination of the *Handbook* and/or *Briefing Guides* should a superintendent or legislator become interested in more details about citizenship competencies.

We have begun efforts to make significant others aware of the Project's work and goals. A brief description of the Project will appear in a Mershon Center *Quarterly Report* forthcoming this winter. The report reaches 4,300 educators, scholars and policy-makers around the nation. We have also mailed the one-page announcement you approved to approximately 250 leaders in the area of social studies/political education. Finally, at this point, we have applied to make presentations describing the project at the Pennsylvania Council for the Social Studies meeting (March, 1979), the Rocky Mountain Regional Social Studies Conference (April, 1979) and the annual meeting of the Social Science Education Consortium (June, 1979). Our Phase I contract neither requires nor provides support for such presentations. However, we will undertake them to the extent they can be piggybacked onto other activities.

If you have any questions regarding the enclosed materials, please contact me. We look forward to your comments and suggestions.

Sincerely,

Richard C. Remy, Co-Director
Basic Citizenship Competencies Project

RCR:pr
Enclosures
cc: Mary Jane Turner
Richard C. Snyder

- Attachment 5

OSU

The Ohio State University

Mershon Center
199 West 10th Avenue
Columbus, Ohio 43201
Phone 614 422-1681

BASIC CITIZENSHIP COMPETENCIES PROJECT

March 30, 1979

Mildred J. Thorne
Dissemination & Improvement of
Practice Division
National Institute for Education
1200 19th Street, N.W., Room 643
Washington, D.C. 20208

Dear Mildred:

On March 29 we met with five school principals to examine a revised version of the School Principals' Briefing Guide.

The meeting was very useful. The principals were enthusiastic about the idea of the project and of a School Principals' Briefing Guide. At the same time they had a number of specific criticisms and suggestions for further revisions in the Guide. These revisions are underway.

The five principals who are now, in effect, part of our Advisory Panel are:

Roger Dumaree, Columbus South High School
Catherine M. Feike, Douglas Alternative School
Catherine Crandall, Valleyview Elementary
Titus A. Saunders, Jr., Mohawk Jr. High School
Ronald G. Sroufe, Whetstone High School

This group of principals includes three blacks and two whites. The group will meet again in late April to critique further revisions of the Principals' Guide. In addition, one of the principals, Kay Feike, will pilot test the faculty and student questionnaires in the Principals' Guide.

Sincerely,

Richard C. Remy, Co-Director
Basic Citizenship Competencies Project

RCR:pr

Attachment 6

MEMORANDUM

TO: Readers of the Basic Citizenship Competencies Project Materials

FROM: Mary Jane Turner and Richard C. Remy

DATE: March 19, 1979

First of all, I want to express my appreciation for your assistance in helping us improve the Handbook of Basic Citizenship Competencies and the Instructional Briefing Guide. You should be aware that you are one of very few persons (under 20) who are providing this kind of assistance so your comments and ideas are crucial to us. Although we have no money for field tests, it is extremely important that we get feedback in order to make our products as useful and usable as possible.

We know how busy each of you is so we have cut tasks down to a bare minimum. We would be delighted if you would read all of the materials enclosed but if this is not possible, the following list indicates the pages that are absolutely necessary for you to read.

Teachers

1. Read Handbook, pp. 47-60.
2. Read Instructional Briefing Guide, pp. 7-23.
3. Complete the Competency Checklist, attached. (A copy is also included in the Instructional Briefing Guide.
4. Complete the Individual Computation Sheet, attached. (A copy is also included in the Instructional Briefing Guide.
5. Complete Feedback Form.

Supervisors

1. Read Handbook.
2. Read Instructional Briefing Guide.
3. Complete the Single Competence Aggregating Computation Sheet #2, attached. and in the Instructional Briefing Guide), using the Individual Computation Sheet #1 developed by the teachers.
4. Complete the Total Competence Aggregating Computation Sheet #2, attached, and in the Instructional Briefing Guide), using the Individual Computation Sheet #1 completed by the teachers.
5. Aggregate Single Competence 1 data, using Single Competence Aggregating Computation Sheet #3 for a hypothetical school. Use the information from No. 3 above plus data which are attached.
6. Aggregate Total Competence data for a hypothetical school, using Total Competence Aggregating Computation Sheet #3. Use the information from No. 4 above plus data which are attached.
7. Complete Feedback Form.

We will be starting revisions April 2, so would you please mail your comments back by March 30. A stamped return envelope is included in your packet. We will certainly stay in touch and will share any and all forthcoming products with you.

Name _____

School District _____

Date _____

FEEDBACK FORM (Teachers)

1. How usable do you think the Handbook of Basic Citizenship Competencies and the Instructional Briefing Guide would be in helping you design citizenship education learning opportunities? Please comment.

2. Are the citizenship competencies and the related capacities clearly explained in the Handbook? Please comment.

3. Are the criteria for determining extent of professional satisfaction clearly explained in the Handbook? Please comment.

4. Are the instructions for filling out the Competency Checklist easy to understand? Please comment.

5. Are the procedures for scoring the Competency Checklist easy to understand? Please comment.

6. Are the procedures and instructions for using the Individual Computation Sheet easy to understand? Please comment.

7. Approximately how many hours did it take you to complete all of the tasks?

   a. Read the relevant pages in the Handbook: _____

   b. Complete and score the Checklist: _____

   c. Score the Individual Computation Sheet: _____

8. What difficulties did you encounter in working through the tasks?

9. What modifications do you suggest that would make the products more usable for teachers?

Name _____

School District _____

Date _____

FEEDBACK FORM (Supervisors)

1. How useful do you think the Handbook of Basic Citizenship Competencies and the Instructional Briefing Guide would be in helping you improve the quality of citizenship education in your district? Please comment.

2. Is the Handbook easy to read and clearly understandable? Please comment.

3. Which sections of the Handbook do you consider most useful? Why?

4. Which sections of the Handbook do you consider least useful? Why?

5. Does the Competency Checklist in the Instructional Briefing Guide ask the kinds of questions that teachers should consider in designing their instructional programs? Please comment.

6. Are the procedures and instructions for aggregating data and scoring by single competence (Single Competence Aggregating Computation Sheet #2) easy to understand and use? Please comment.

7. Are the procedures and instructions for aggregating data and scoring by total competencies (Total Competence Aggregating Computation Sheet #3) easy to understand and use? Please comment.

8. Approximately how long did it take you to complete each of the following tasks?

   a. Read the Handbook: _____

   b. Read the Instructional Briefing Guide: _____

   c. Score the Single Competence Aggregating Computation #2 by teachers: _____

   d. Score the Single Competence Aggregating Computation #2 by grade levels: _____

   e. Score the Total Competence Aggregating Computation Sheet #3 by teachers: _____

   f. Score the Total Competence Aggregating Computation Sheet #3 by grade levels: _____

9. What difficulties did you encounter in working through the tasks?

10. What modifications do you suggest that would make the products more useful for you and your teachers?

EXECUTIVE SUMMARY

Educating competent citizens is one of the most important challenges our society faces. In America, parents, teachers, school administrators and community leaders have long had important responsibility for making decisions about citizenship education policies and programs.

Recently there has been new interest in citizenship education. Several states, for example, have included citizenship as part of mandated student competency testing. National assessments of student achievement have been conducted and found American youth sorely lacking in basic political knowledge, skills and attitudes. Major educational associations such as the Education Commission of the States have issued reports on the need for improved citizenship education.

Today there is a need to identify what constitutes basic education in citizenship for students. And there is a need for guidelines to help teachers, school administrators, parents, and community leaders make assessments, clarify goals, and develop action plans for citizenship education.

The *Basic Citizenship Competencies Project* has been addressing these needs. During 1978-79 project staff have examined research, theory and practice related to political behavior and learning in order to:

--Identify basic citizenship competencies individuals need to develop in order to discharge their responsibilities and protect their interests as citizens.

--prepare publications and conduct workshops to help individuals and groups concerned with citizenship education and programming.

The *Basic Citizenship Competencies Project* is a joint undertaking of the Mershon Center, Ohio State University, and the Social Science Education Consortium, Boulder, Colorado. The project is supported by the National Institute of Education, Program on Dissemination and Improvement of Practices.

FINDINGS

Project findings are presented in detail in a *Handbook of Basic Citizenship Competencies* and several briefing *Guides*.

Citizenship

Citizenship comprises the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs. These include families, churches, labor unions, schools, and community organizations as well as cities, states, nations and

and global systems. As members of such groups, young people as well as adults are involved--directly or indirectly, knowingly or unknowingly--in citizenship problems and tasks.

Citizenship isn't something only adults "do." Since citizenship involves many groups, children and adolescents exercise citizenship as members of families, schools, and communities. Citizenship has often been treated as something children can study from a distance and for which they can prepare, but in which they cannot actually participate until they reach the age of majority and take on such adult roles as voter, taxpayer, and campaign worker. Because everyone who is a member of a group is involved in citizenship tasks, citizenship learning activities for young people should not be confined only to experiences associated with governmental institutions at the city, state and national level.

Basic Citizenship Competencies

Competence is a familiar idea. In daily life we often make judgments about people's competence. We may say, "He is a competent cook" or "She is a competent lawyer," What is a competent citizen?

Citizenship competence, the goal of citizenship education, refers to the quality of a person's participation in civic and public life. Competent citizens make thoughtful decisions. They communicate effectively with others. Competent citizens promote and protect their interests as members of groups in responsible ways.

Basic citizenship competencies:

--are limited in number.

--are almost universally relevant in that they are linked to citizenship tasks faced in some form by all individuals--regardless of sex, ethnicity, social class, or other characteristics--in the course of daily living.

--are generic in that they apply to all of the various domains (family, school, city, state, nation, etc.) in which an individual may exercise citizenship.

--can be taught continually across grade levels at increasing levels of sophistication and variety.

--are of significant value to individuals as they strive to discharge their responsibilities, preserve their rights, and protect and pursue their interests as citizens.

Seven basic citizenship competencies which research and theory indicate individuals need to discharge responsibilities and protect their interests as citizens are:

1. ACQUIRING AND USING INFORMATION:
   Competence in acquiring and processing information about political situations in one's environment.

2. ASSESSING INVOLVEMENT:
   Competence is assessing one's involvement and stake in political situations, in issues, decisions and policies.

3. MAKING DECISIONS:
   Competence in making thoughtful decisions regarding group governance and enduring dilemmas of citizenship.

4. MAKING JUDGMENTS:
   Competence in developing and using standards such as social justice, morality and practicality to make judgments of persons, institutions, policies and decisions encountered in political situations.

5. COMMUNICATING:
   Competence in communicating effectively with political and non-political decision-makers, leaders and officials.

6. COOPERATING:
   Competence in cooperating and working with others in group and organizational settings in order to achieve goals including the capacity to assume both leadership and follower roles.

7. PROMOTING INTERESTS:
   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values, particularly as a consumer or recipient of services and products.

Testing for Citizenship Competencies?

The project concludes that it may be very difficult to meaningfully test large numbers of students for important citizenship competencies and to interpret test results once obtained. Some to the most important citizenship competencies involve human relations and social skills which are extremely difficult to measure using paper and pencil tests.

PROJECT PRODUCTS

Handbook of Basic Citizenship Competencies
Non-technical but detailed definition of citizenship and citizenship competencies. Presents sample learning experiences to promote competencies and criteria for evaluating learning experiences.

Guide to Basic Citizenship Competencies: Recommendations to Compare Curriculum Materials, Assess Classroom Instruction and Set Goals
For teachers and curriculum supervisors. Presents checklists with optional numerical scoring.

Principals and Citizenship Education: A Guide for Effective Leadership
Considers management practices and leadership strategies principals can use to promote improved citizenship education in the schools.

The Community and Citizenship Education: A Guide for Planning and Leadership
For youth program leaders in voluntary and service organizations.

Developing Your Child's Citizenship Competence: A Parent's Guide
Helps parents take stock of the opportunities their children have to develop citizenship competence.

STAFF AND INFORMATION

Dr. Richard C. Remy
Mershon Center
Co-Director

Dr. Mary Jane Turner
Social Science Education Consortium
Co-Director

Ms. Judy Kies
Mershon Center
Administrative Coordinator

With the assistance of a National Advisory Panel - names available upon request.

For additional information about the project, contact Ms. Kies at the Mershon Center, 199 West Tenth Avenue, Columbus, Ohio 43201 (Telephone 614-422-1681)

* * *

The Mershon Center is a social science organization concerned with educational and research efforts in leadership, public policy and national security affairs. The Center attempts to break down barriers separating the academic world from the community at large, to foster multidisciplinary solutions, and to focus on producing knowledge for timely utilization.

The Social Science Education Consortium has a fourteen year history of service to the field of social studies/social science education in grades K-12. Through its more than one-hundred individual members, representing curriculum developers, social scientists, teacher educators, and educational practitioners, SSEC focuses on collecting, analyzing and disseminating research, materials, and methods useful for the improvement of social studies instruction